



Laurens Middle

1035 W. Main St.
Laurens, SC 29360

Grades	6-8 Middle School	
Enrollment	412 Students	
Principal	Dr. Rhett Harris	864-984-2400
Superintendent	Dr. Billy R. Strickland	864-984-3568
Board Chair	Rev. Charlie Short	864-681-3664

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Good
2008	Below Average	Below Average
2007	Average	Below Average
2006	Average	Below Average
2005	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

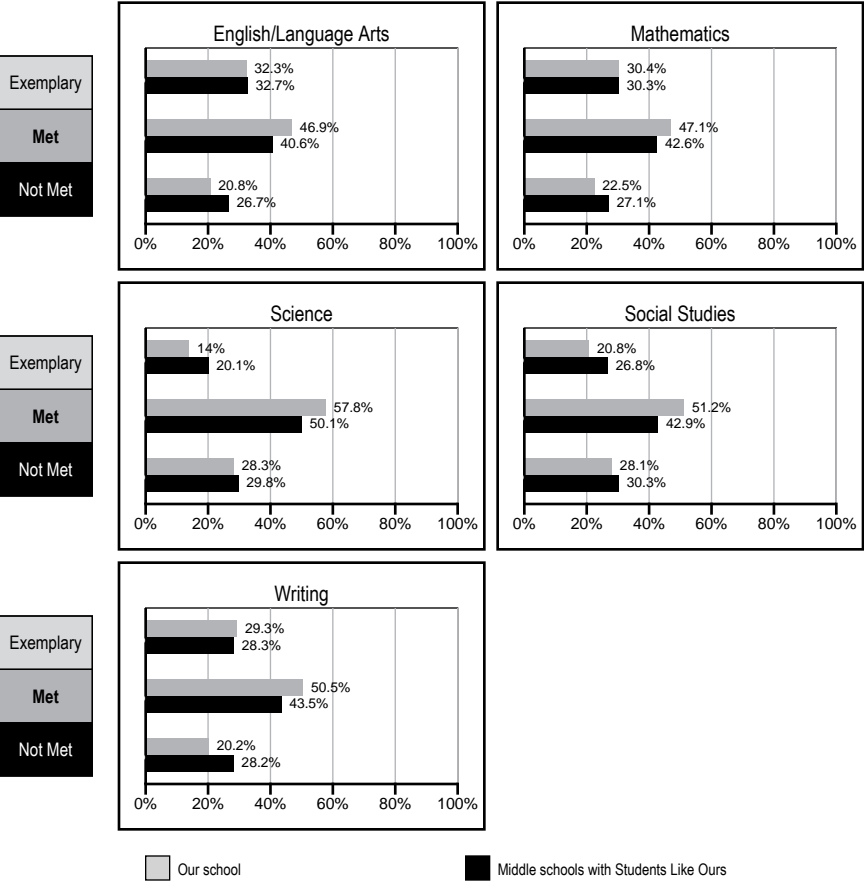
98.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	8	42	1	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	96.8%
English 1	100.0%	94.5%
Physical Science	N/A	77.4%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	96.4%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=412)				
Students enrolled in high school credit courses (grades 7 & 8)	7.3%	Down from 15.4%	22.6%	21.6%
Retention rate	0.3%	Down from 0.8%	1.1%	1.2%
Attendance rate	96.5%	Down from 96.6%	96.0%	95.9%
Eligible for gifted and talented	14.1%	Down from 15.1%	17.9%	14.8%
With disabilities other than speech	9.9%	Up from 9.6%	13.7%	12.6%
Older than usual for grade	3.4%	Down from 4.6%	1.9%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.8%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	50.0%	No Change	58.1%	56.9%
Continuing contract teachers	92.3%	Up from 84.6%	76.9%	72.7%
Teachers with emergency or provisional certificates	4.2%	Down from 4.3%	4.2%	5.3%
Teachers returning from previous year	85.2%	Up from 78.1%	85.6%	82.9%
Teacher attendance rate	96.5%	Down from 97.5%	95.3%	95.2%
Average teacher salary*	\$46,444	Up 3.1%	\$47,392	\$46,599
Professional development days/teacher	15.0 days	Down from 18.2 days	11.5 days	10.8 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	3.0
Student-teacher ratio in core subjects	21.8 to 1	Up from 20.1 to 1	21.6 to 1	20.1 to 1
Prime instructional time	92.7%	Down from 93.3%	90.3%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.9%	98.5%	97.8%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$7,229	Up 14.4%	\$7,364	\$7,645
Percent of expenditures for instruction**	60.7%	Up from 59.9%	63.2%	63.4%
Percent of expenditures for teacher salaries**	59.3%	Up from 55.8%	58.4%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Laurens Middle School continued to move forward in 2008/2009 in our quest for excellence. LMS teachers used Measures of Academic Progress (MAP) to target individual weaknesses in student learning and tailored lessons to address them. MAP figured heavily in the construction of lessons for classrooms and remediation activities. Staff development was targeted at providing teachers with the strategies necessary to move students forward academically and included South Carolina Reading Initiative (SCRI) training and training from Keeping Learning on Track (KLT). Innovative programs continued to flourish at LMS. Single gender classrooms expanded into 7th grade with plans to include extension into 8th grade in 2009/2010. Our Montessori program continued to flourish and served as the home base for all Montessori middle school students from the entire district. LMS students raised thousands of dollars in the spirit of community service and contributed to many charities and causes. Our partnership with Michelin continued to provide much needed math tutoring and support for several students facing challenges in math. Presbyterian College aided our school with the "Tiger Pals" program that offered academic and social support to identified at-risk students. Finally, Ms. Sharon Vincent was named Teacher of the Year for her excellence in the classroom. Rhett Harris, Ed.D. Principal; Cathy Crotts School Improvement Council, Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	9	109	96
Percent satisfied with learning environment	88.9%	76.9%	82.3%
Percent satisfied with social and physical environment	88.9%	85.3%	74.5%
Percent satisfied with school-home relations	88.9%	88.1%	70.2%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	N/A		1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.9%		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	397	100	20.6	47	32.4	87.4	85.4	82.8	Yes	Yes
Gender										
Male	211	100	24.3	43.2	32.5	84	81.5	79.3	N/A	N/A
Female	186	100	16.4	51.4	32.2	91.3	89.5	86.5	N/A	N/A
Racial/Ethnic Group										
White	231	100	14.6	42	43.4	93.4	89.5	89.5	Yes	Yes
African American	152	100	30.2	53.7	16.1	78.5	77.1	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	12	100	16.7	58.3	25	83.3	80.1	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	42	100	67.5	20	12.5	42.5	62.4	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	18.2	54.5	27.3	81.8	79.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	227	100	24.1	50	25.9	82.7	81.5	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	397	100	23.4	48.8	27.8	85.1	81.1	78.9	Yes	Yes
Gender										
Male	211	100	22.3	47.1	30.6	84	78.5	77	N/A	N/A
Female	186	100	24.6	50.8	24.6	86.3	84	80.9	N/A	N/A
Racial/Ethnic Group										
White	231	100	16.4	48.2	35.4	88.5	84.9	87.2	Yes	Yes
African American	152	100	33.6	48.3	18.1	79.2	72.8	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	12	100	N/AV	N/AV	N/AV	91.7	80.8	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	42	100	70	22.5	7.5	45	50.8	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	27.3	63.6	9.1	90.9	79.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	227	100	30.9	47.3	21.8	80.9	76.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	265	100	28.3	57.8	14	71.7	65.7	67.5
Gender								
Male	144	100	29.5	52.5	18	70.5	65.3	67
Female	121	100	26.9	63.9	9.2	73.1	66.1	68
Racial/Ethnic Group								
White	156	100	18.5	62.3	19.2	81.5	74.5	79.5
African American	98	100	44.8	49	6.3	55.2	48.5	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	53.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	32	100	66.7	30	3.3	33.3	38.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	52.9	59.6
Socio-Economic Status								
Subsided meals	151	100	36.6	56.6	6.9	63.4	58.2	55.1

Social Studies

All Students	264	100	28.1	51.2	20.8	71.9	69.3	72.3
Gender								
Male	135	100	29.3	45.9	24.8	70.7	66.6	71.5
Female	129	100	26.8	56.7	16.5	73.2	72.1	73.2
Racial/Ethnic Group								
White	155	100	21.1	50.7	28.3	78.9	74.3	80.7
African American	102	100	36.6	52.5	10.9	63.4	61.5	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	7	I/S	I/S	I/S	I/S	I/S	56.7	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	20	100	73.7	10.5	15.8	26.3	42.1	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	55.6	67.9
Socio-Economic Status								
Subsided meals	145	100	36.6	51.4	12	63.4	63.6	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	397	99.5	19.9	50.6	29.4	80.1	72.1	70.2	96.5	96
Gender										
Male	211	99.1	24.5	47.6	27.9	75.5	65.4	63.2	96.3	95.9
Female	186	100	14.8	54.1	31.1	85.2	79.4	77.5	96.7	96.1
Racial/Ethnic Group										
White	232	99.6	11.8	51.3	36.8	88.2	76.3	79.1	96.3	95.6
African American	151	99.3	31.5	48.3	20.1	68.5	64.5	57.6	96.7	96.5
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.2	98.9	97.5
Hispanic	12	100	N/AV	N/AV	N/AV	66.7	66	62.6	97.6	97.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	93.1
Disability Status										
Disabled	40	100	75	20	5	25	30.8	26.1	95	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	94.4
English Proficiency										
Limited English Proficient	11	100	27.3	63.6	9.1	72.7	66.2	61.2	97.8	97.5
Socio-Economic Status										
Subsidized meals	226	99.6	24.9	54.3	20.8	75.1	67.9	58.9	96.3	95.7

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	144	100	20.6	51.8	27.7	79.4
	7	132	100	21.7	45	33.3	78.3
	8	121	100	19.3	43.7	37	80.7
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	144	100	27.7	47.5	24.8	72.3
	7	132	100	17.1	50.4	32.6	82.9
	8	121	100	25.2	48.7	26.1	74.8
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	72	100	40.6	53.6	5.8	59.4
	7	132	100	21.7	63.6	14.7	78.3
	8	61	100	28.3	50	21.7	71.7
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	72	100	15.3	68.1	16.7	84.7
	7	132	100	41.1	40.3	18.6	58.9
	8	60	100	15.3	54.2	30.5	84.7
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	143	99.3	22.7	51.1	26.2	77.3
	7	134	99.3	17.6	48.1	34.4	82.4
	8	120	100	19.3	52.9	27.7	80.7

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample